

NCFA Staff Paper
Unity of Effort in Training and Soldier Development

BACKGROUND: The Army is reliant upon itself to develop leaders. To accomplish this, the Army manages an extensive system of schools and centers that provide education and training to Soldiers in the Active Component (AC), the Reserve Components (RC), and to Army Civilians. Failure to develop leaders prevents the ability to build quality units, design campaigns, or perform effective operations. Leader development is the deliberate, continuous, and progressive process that grows Soldiers and Army Civilians into competent, committed professional leaders. Leader development is attained through the combination of training, education, and experiences acquired through opportunities in the operational, institutional, and self-development domains, supported by peer and developmental relationships.

In the 1990s, the Army started a series of initiatives to improve, streamline, and consolidate its school system due to budgetary constraints. The primary goal was to develop a Total Army School System (TASS) that improved the performance and efficiency of the Army's existing school system by raising standards and consolidating facilities. TASS consists of initial military training (IMT), reclassification training, officer, warrant officer (WO), noncommissioned officer (NCO) and Department of the Army (DA) civilian professional development training, functional training, and education. The long term goal of TASS was to be more efficient and integrated across the components of the Army. The resulting program centered on a regional system of RC schools, established the first prototype in the southeastern United States (North Carolina, South Carolina, Georgia, and Florida), and intended to be extended nationwide after a period of testing.

STATUS OF TASS EFFORTS: In 2007, Training and Doctrine Command (TRADOC) conducted a feasibility study to nest all Army training under one command. As a result of this study, the Army implemented the One Army School System (OASS) in 2009 as a set of processes synchronizing all three components to improve efficiency and effectiveness of TASS. Army Regulation 350-1 states "the One Army School System is comprised of RC and AC institutions that utilize training resources to train Soldiers in the most efficient and effective manner possible without regard to component." OASS leverages existing infrastructure in all components to efficiently project training requirements and program training capacity.

TRADOC made notable progress by reorganizing its existing structure and capacity to meet training requirements and improve the quality of its programs. Recently, TRADOC gathered a forum of key stakeholders across the Army to provide an update on the

implementation of OASS by discussing near and far term objectives, determine Lines of Effort (LOE), and assign working group members. Additionally, an OASS integrated process team was established to conduct bi-monthly meetings to update the status of LOEs and develop sequential LOEs that allow it to build progressively over time. The current LOEs are:

LOE 1 OASS Capacity Review

LOE 2 OASS Legal Review and Policy Recommendations

LOE 3 RC Training Resource Arbitration Panel (TRAP) methodology

LOE 4 ATRRS window expansion

LOE 5 Standardization of all Programs of Instruction (POI)

The goal is to ensure full implementation by FY19 by using a phased approach.

Phase One: FY 09-14 Assessments and Pilots **(Completed)**.

Implementation of a pilot Multi-Component NCO Academy at Fort Carson, CO.

Adjustment of the Structured Manning Decision Review (SMDR) processes.

Change TRADOC regulations to ensure that all POIs are processed by simultaneously.

Legal review of funding training costs within TASS.

Test of Human Resource automation systems involved in training.

Conduct side-by-side comparison of all AC/RC Advanced & Senior Leader Courses (ALC & SLC).

Phase Two: Maximize AC Soldiers in RC schools (in CMFS 11B, 19D, 42A, 92Y):

FY15 SMDR programmed 467 AC NCOs to attend ALC at RC schools.

FY16 SMDR programmed 973 AC Soldiers to attend MOS-producing courses, ALC, and SLC at RC schools.

FY17 SMDR programmed 1,143 AC Soldiers to attend MOS-producing courses, ALC, and SLC at RC schools.

Phase Three: During FY 16, complete the centralized missioning concept for FY18. Goal is to program 70% of the available RC courses to train 3,958 AC Soldiers resulting in a projected \$5M TDY savings and 77K training days returned to the operational Army.

Phase Four: Complete full OASS implementation during FY17-19.

PERSPECTIVE/RECOMENDATIONS: There is confusion within the Army about how the Army develops leaders. There are numerous documents that purport a strategy and regulations that explain leader development but the two, in some cases, do not match. TASS and the OASS are examples of the confusion. Use of the acronyms when describing leader development systems needs clarity. Numerous documents refer to the systems as The Army School System and Total Army School System. The One Army School System is a concept but it appears the linkage between OASS and TASS is thin. The NCFA recommends conducting a holistic look at current strategy, linking doctrine to it, and reducing publications as much as possible to minimize confusion. Additionally, name the Army's school system what it is - The Army School System. The Army School System includes all components and civilians.

Investigate ways to accelerate the OASS concept. It appears to be an efficient and effective way to manage leader development within the Army. Regionalization of the Army's school system will be the most difficult task. Continue to consolidate the infrastructure where efficiencies can be gained. Acknowledge and explain any unused capacity and develop a plan to retain or eliminate it. Plan for the ability to regenerate and expand the Army if needed. Continuous oversight by Army leaders will ensure the correct balance of infrastructure and capacity to meet the Nation's needs.

Consider ways to standardize all Army Program(s) of Instruction (POI). Additional efficiencies can be gained by ensuring all POIs meet the same standard critical tasks training requirements. Identify all gaps in course length and discrepancies in equipment fielding.

Explore a comprehensive review of all courses the Army teaches. As part of the review, consider eliminating phased Professional Military Education (PME) courses that last longer than two years. Make recommendations on courses the Army believes should not be taught in phases.